

**Qualicum School District**

# **Enhancing Student Learning Report**

## September 2025

### Part 1: Review Data and Evidence

## **Pre-Populated Provincial Template**

In Review of Year 2 of the Qualicum School District's Strategic Plan for  
2023-2028

Approved by Board on September 23, 2025

## Contents

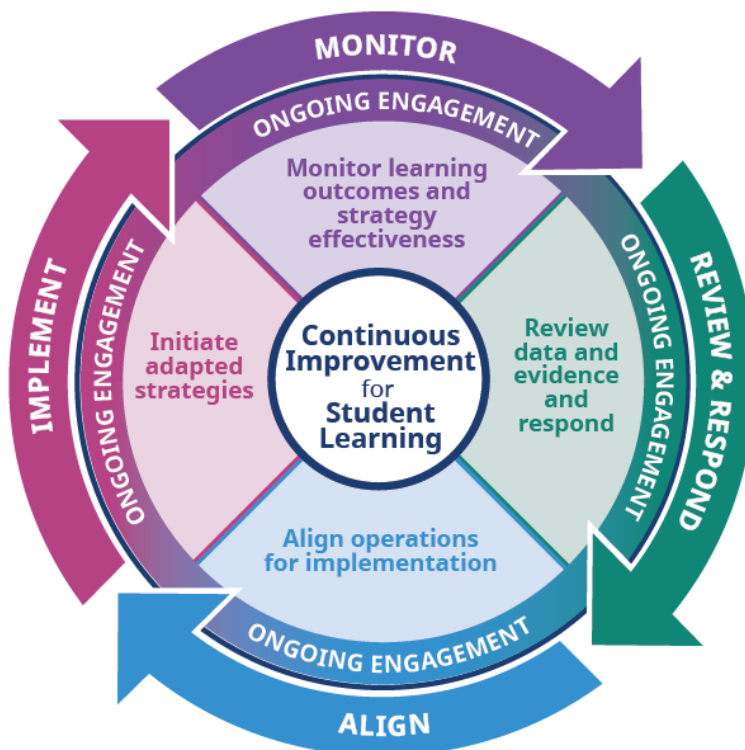
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# Enhancing Student Learning Report:

## Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

**The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:**



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

## Review and Respond Cycle:



### For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

# Review Data and Evidence

## Part 1



### Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
  1. **Analysis** (What patterns emerge?)
  2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

### A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

**Please note:** As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

## Intellectual Development

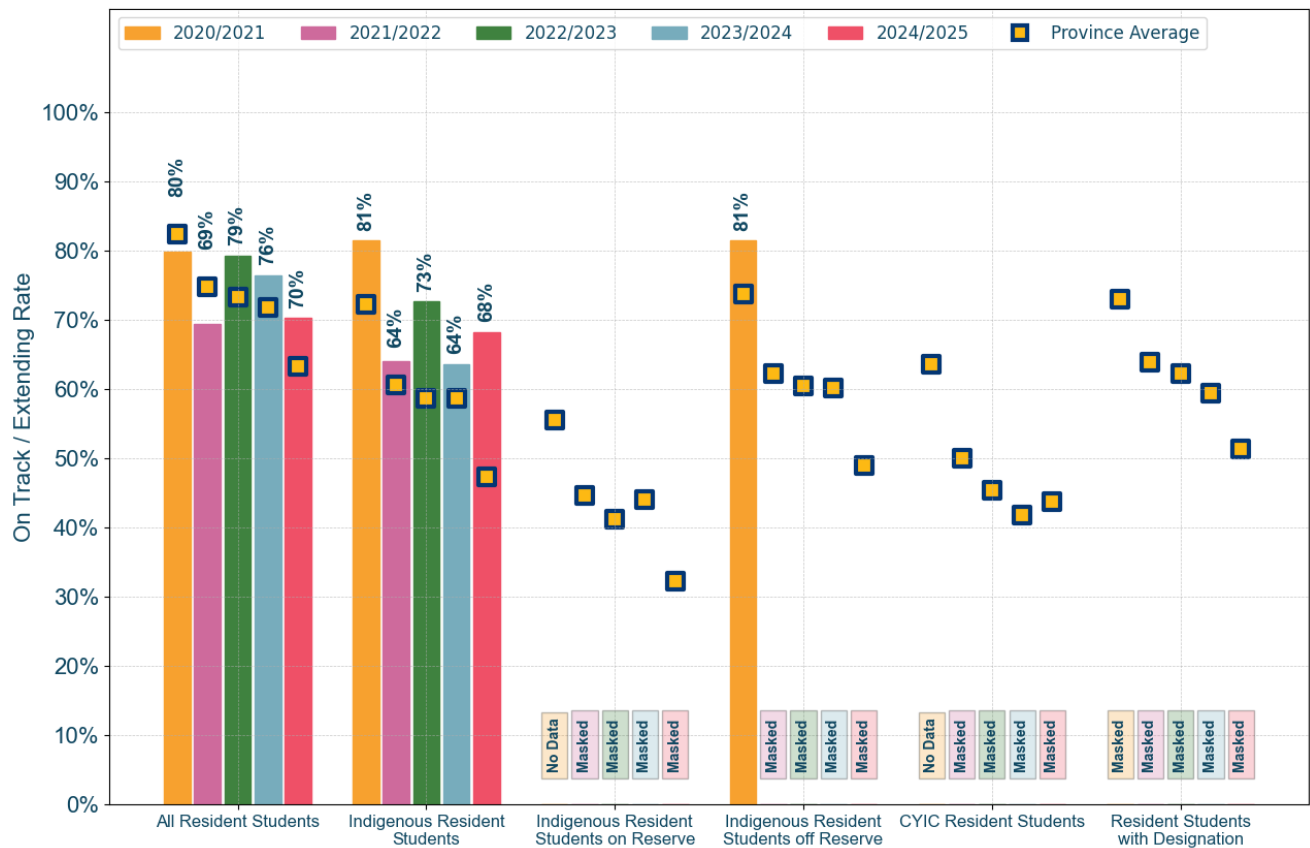
### Educational Outcome 1: Literacy

*Measure 1.1: Grade 4 & Grade 7 Literacy Expectations*

## SD069 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	332   52%	337   74%	354   93%	313   92%	334   97%
Indigenous Resident Students	54   50%	39   64%	49   90%	50   88%	43   95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	19   58%	23   65%	23   65%	26   77%

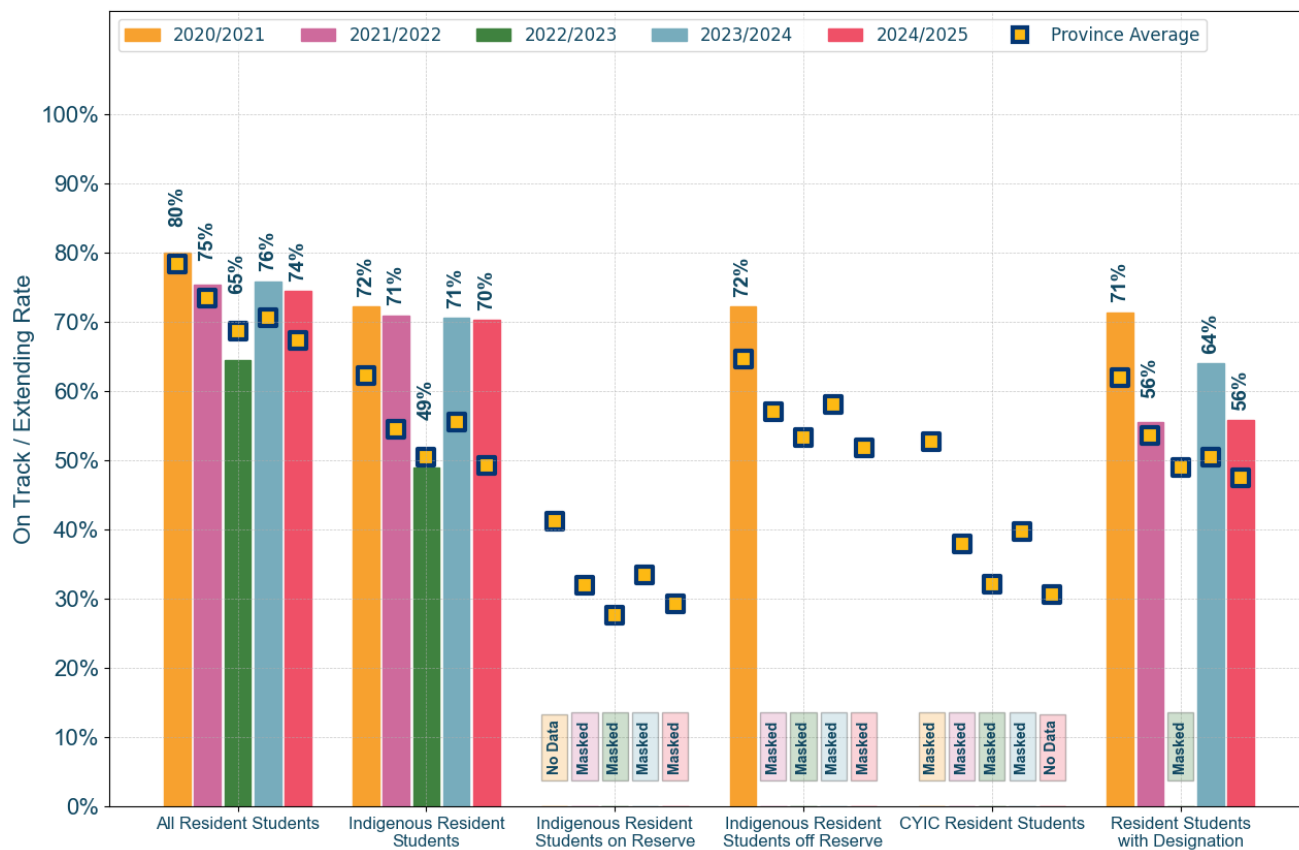
## SD069 - Grade 4 FSA Literacy - On Track / Extending Rate



## SD069 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	359   52%	324   79%	310   92%	349   89%	361   94%
Indigenous Resident Students	47   38%	40   78%	52   87%	56   91%	42   88%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	59   36%	48   56%	47   79%	41   61%	58   90%

## SD069 - Grade 7 FSA Literacy - On Track / Extending Rate

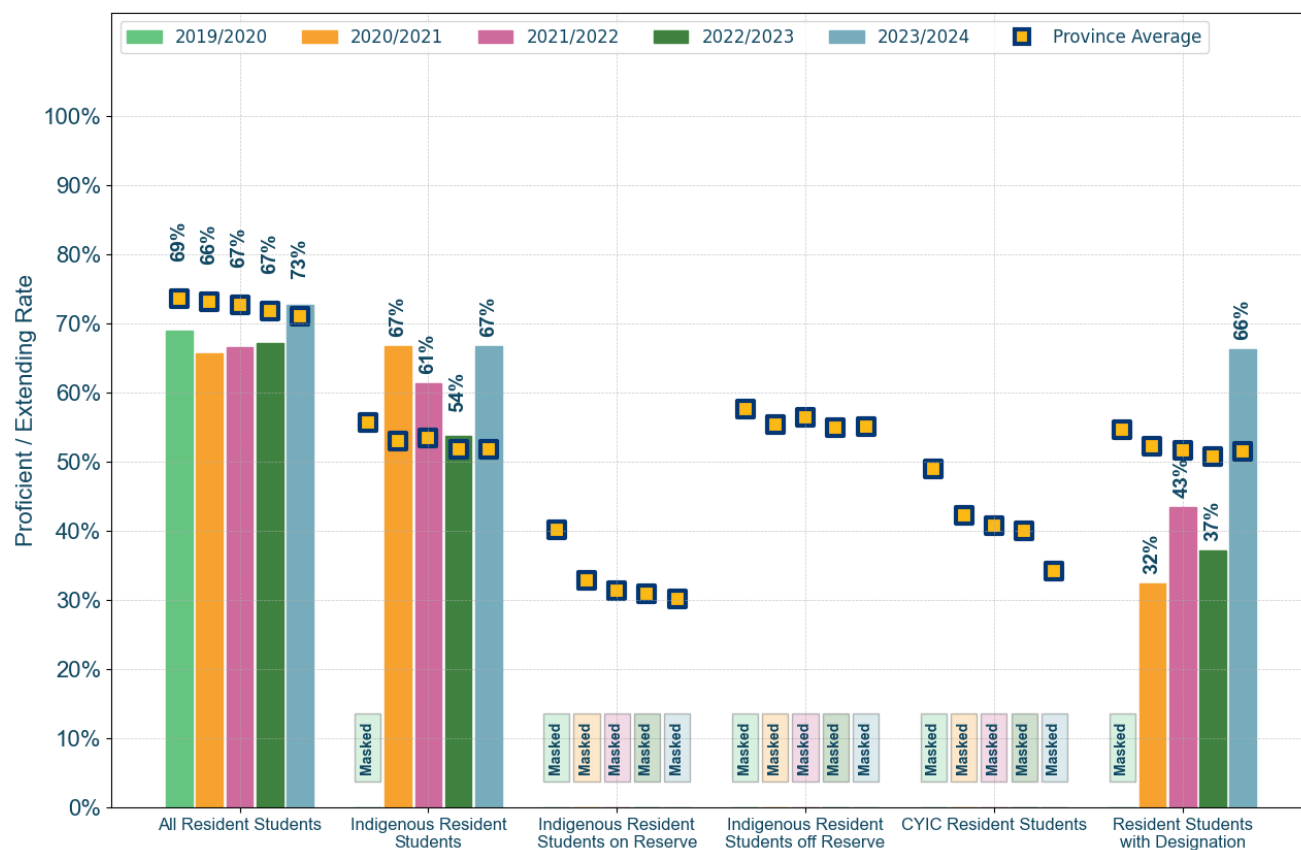


## Measure 1.2: Grade 10 Literacy Expectations

### SD069 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	301   38%	328   75%	321   84%	349   85%	387   88%
Indigenous Resident Students	40   35%	46   72%	49   76%	56   82%	47   83%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	57   25%	60   57%	56   73%	94   77%	82   78%

### SD069 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate





## Analysis:

### Outcome 1 - Literacy



#### Grade 4, 7, and 10 Literacy Expectations

## ANALYSIS SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a **brief** summary for this analysis section.

### MAXIMUM 1 PAGE

*Analyze* Gather data and identify trends, correlations, outliers, and variations.

#### 1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
  - Masked data acknowledgements
  - Participation rates/cohort size
  - Demographic notes
  - Provincial Online Learning School (POLS) enrollment

What  
patterns  
emerge?

#### 2 Trends:

- **Brief overview of notable trends**, including:
  - Trends over three or more years
  - Trends for priority populations:
    - Indigenous students on and off reserve
    - Children and youth in care
    - Students with designations

#### 3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Literacy – Analysis Summary

### 1. Literacy Achievement and Participation Rates

In the Qualicum School District (QSD) in 2024-25, Grade 4 literacy results showed that 70% of students were On Track or Extending, as were 74% of Grade 7 students in the Foundation Skills Assessment (FSA). Results from the 2023-24 Graduation Literacy Assessment (GLA) showed 74% of Grade 10 students as On Track or Extending. Both the Grade 4 and Grade 7 FSA results were slightly lower than the previous year, and the Grade 10 GLA showed a slight increase. All three of these assessment results were in decline at the provincial level, so QSD FSA Literacy

results were well above the provincial averages and our Grade 10 GLA results have pulled even for the first time since its inception.

Participation in literacy assessments have risen sharply over the last five years. The most recent participation rates were 97% for Grade 4, 94% for Grade 7, and 88% for Grade 10—well above provincial participation rates. While some subgroup results remained masked due to small cohort sizes, particularly in Grade 7 and for some priority populations, participation across the district strengthened to support more meaningful longitudinal analysis. Higher achievement results from four and five years ago were likely bolstered due to proportionally higher exclusion rates for struggling and reluctant learners in the pandemic era and should be discounted as a result.

## *2. Outcomes for Priority Populations*

Among Indigenous learners, literacy achievement has shown continued progress. In Grade 4, 68% of Indigenous students were On Track or Extending, up from 64% the previous year. In Grade 7, Indigenous students showed as On Track or Extending 70% of the time, up a percent from the previous year. In Grade 10, Indigenous students achieved 67% On Track or Extending, a result fairly close to the all-student district average and stronger than many provincial comparators. Although data for Indigenous students living on reserve is often masked due to small cohort sizes, internal monitoring confirms similar positive trends. However, there was also evidence of vulnerability, as several students were not yet meeting grade-level expectations.

For students with designations, 56% of Grade 7 learners and 66% of Grade 10 learners were On Track or Extending, each above the provincial averages—with the Grade 4 masked due to smaller cohort numbers. These relative successes were further supported by classroom-based assessments and school team observations. While provincial data for children and youth in care is masked, local data collection showed modest academic progress and more consistent participation in school-based literacy supports.

Given that local Indigenous students are subject to fewer vulnerability indicators than the provincial average for this population, QSD's goal is for Indigenous student achievement to consistently meet or exceed provincial averages and fall within the higher end of the provincial performance range.

## *3. Comparative Results and Trends*

Overall, QSD's Grade 4, Grade 7, and Grade 10 literacy results exceeded provincial averages, outcomes which are notable given the district's lower household income and post-secondary education rates—factors that are strongly correlated with student achievement. That the district continues to meet or exceed provincial benchmarks despite these challenges is a positive sign.

Indigenous student achievement at all literacy assessment levels exceeded provincial averages, supporting the district's equity goals and validating targeted efforts in literacy instruction and cultural responsiveness. Students with designations continue to face achievement gaps; however, these gaps have narrowed modestly over the past three years, particularly at the secondary level. Participation rates remained strong across all groups, further strengthening confidence in trend analysis and comparisons.

## Interpretation:

### Outcome 1 - Literacy



#### Grade 4, 7, and 10 Literacy Expectations

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a **brief** summary for this interpretation section.

### MAXIMUM 1 PAGE

*Interpret* Extract meaning from the analysis results by examining them in context.

- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

## Literacy – Interpretation Summary

### *What is going well?*

Though results were somewhat flat relative to previous years, the QSD managed to resist the achievement slide that much of the province is facing, with Grade 4 and 7 FSA results still exceeding the provincial average and Grade 10 GLA achievement matching the provincial average. Increasing participation rates—up to 97% in Grade 4, 94% in Grade 7, and 88% in Grade 10—signaled a more inclusive and consistent approach to assessment, and affirmed that results are broadly representative of student learning across the system.

Notably, Indigenous students in all three assessments performed well above provincial averages, a success that reflects strong collaboration with Indigenous communities and a sustained focus on culturally responsive practice. Students with designations did particularly well in secondary literacy. These gains were reinforced by classroom evidence and the strengthening of inclusive practices.

### *What are we learning?*

We are learning that strong literacy outcomes in QSD are possible even in the face of socioeconomic barriers. When instruction is consistent, supports are timely, and student engagement is high, achievement can remain strong despite local vulnerabilities such as lower household income, reduced access to post-secondary education, and rising mental health concerns.

We are also seeing that equity-informed efforts are producing results, especially for Indigenous learners. However, the same depth of impact is not yet evident for children and youth in care. These students require not only instructional support, but also wraparound services and more intensive monitoring over time. Participation rates have been key to deepening our understanding of subgroup performance, and ongoing efforts to maintain those high rates remain essential.

Staff reflections and school-based inquiry are reinforcing the importance of early identification, targeted intervention, and alignment between classroom assessment and provincial measures. The impact of our *Planning Learning for Each Student* and *Assessment and Communicating Student Learning* operational plans is beginning to emerge in the data for many students in our priority populations.

Household income and parental and caregiver education levels are strong influences on student achievement. According to the British Columbia Student Success website, household income in the Qualicum School District is \$91,385—significantly lower than the provincial average of \$113,137. Additionally, only 32% of households in the district report post-secondary education, compared to 42% provincially. Emerging issues related to mental health and housing scarcity have also contributed to increased student vulnerability in the region. As such, achieving even average levels of performance in the all resident student category should be considered commendable, and exceeding provincial results should be reason to celebrate.

### *What will we do next?*

The district will continue to build on recent successes by scaling up proven strategies, especially in early literacy. Key next steps include expanding access to evidence-based screening tools, strengthening tiered supports, and continuing to refine classroom assessment practices to ensure alignment with curriculum and provincial standards. We are hoping to see a return of our once robust “Buddy Reader” program where parents and caregivers once frequented our classrooms to support students in partners and small groups.

We will also sharpen our focus on equity. While Indigenous learners are performing well, we recognize that sustaining these results will require ongoing attention to cultural responsiveness, relationship-building, and learner identity. For students with designations and children and youth in care, we will invest further in coordinated supports, staff training, and targeted literacy interventions at both the classroom and system levels.

Finally, we will continue to monitor the influence of structural barriers—including income, housing, and mental health—on student outcomes, and advocate for community partnerships and policy supports that can help mitigate these challenges. Literacy remains a key district priority, and our planning efforts will continue to reflect that commitment.

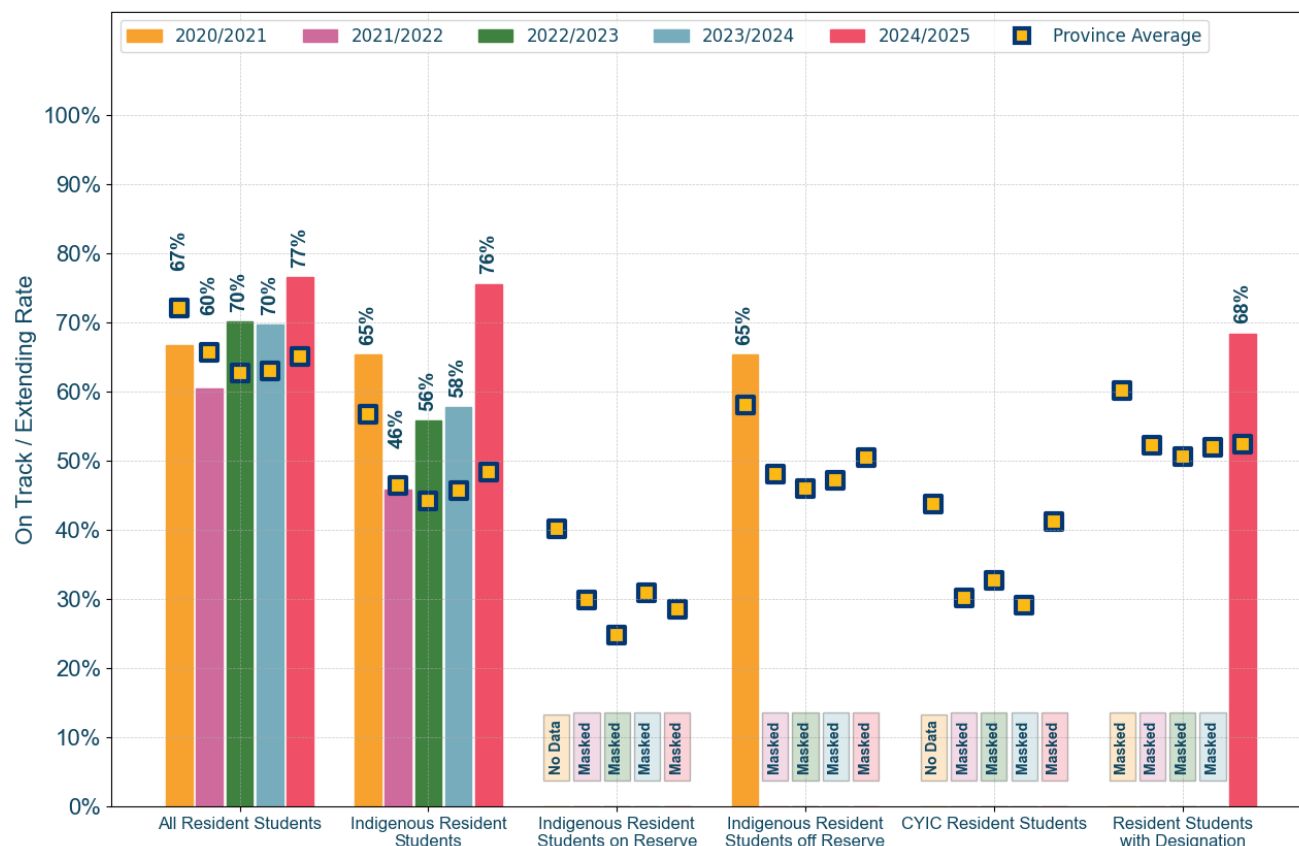
## Educational Outcome 2: Numeracy and Transition

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### SD069 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
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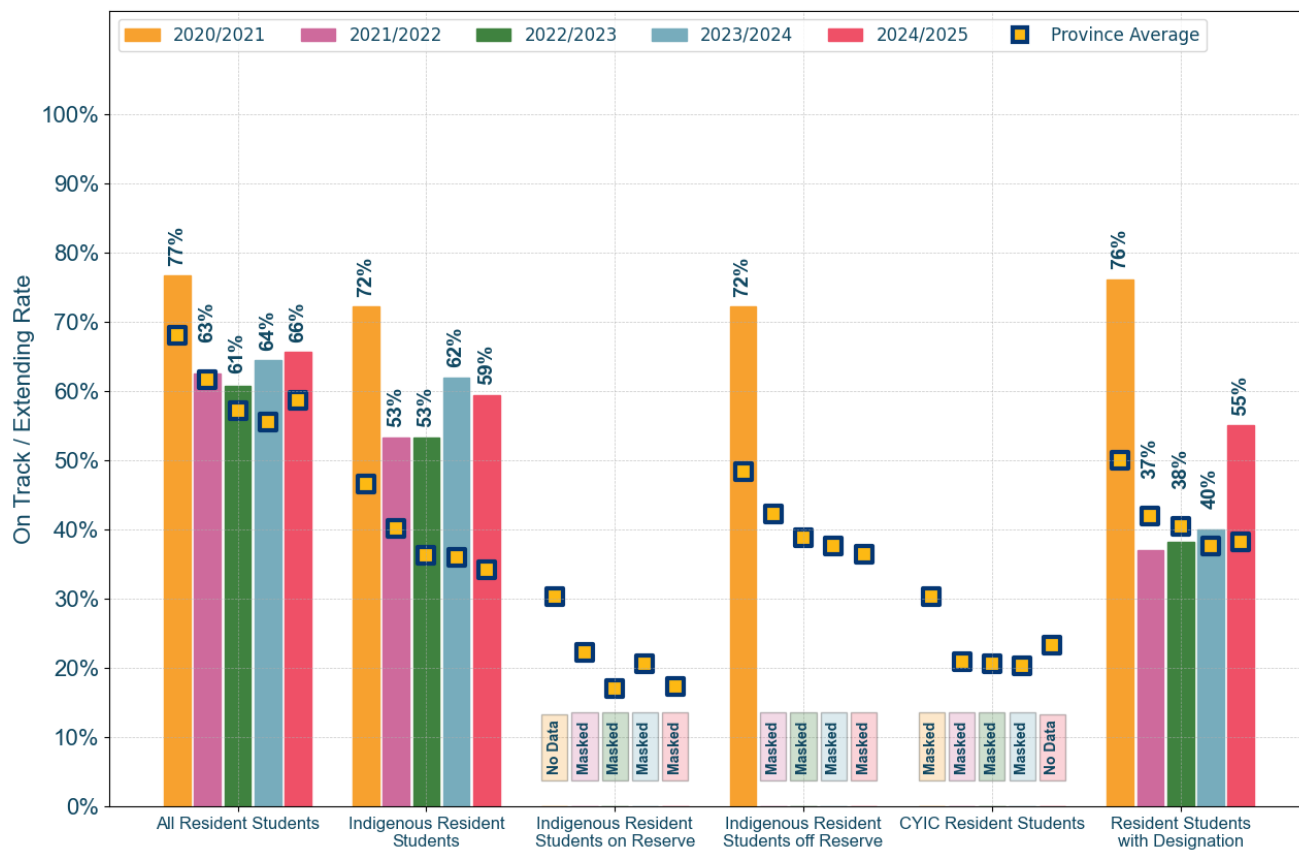
#### SD069 - Grade 4 FSA Numeracy - On Track / Extending Rate



## SD069 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	359   52%	324   78%	310   91%	349   90%	361   93%
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## SD069 - Grade 7 FSA Numeracy - On Track / Extending Rate

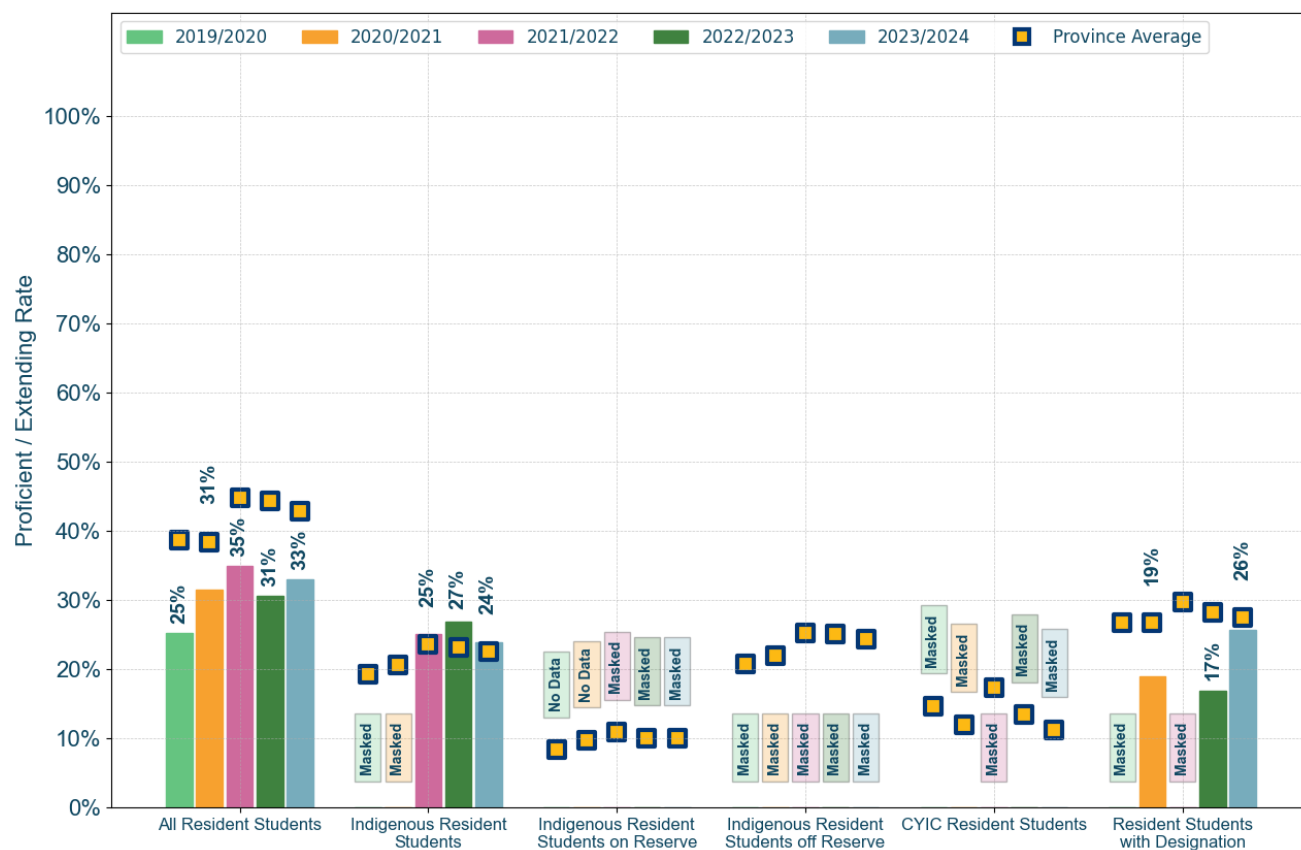


## Measure 2.2: Grade 10 Numeracy Expectations

### SD069 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	299   43%	325   77%	320   84%	348   83%	386   88%
Indigenous Resident Students	40   35%	44   66%	48   81%	56   80%	47   72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	57   37%	60   62%	56   70%	94   72%	82   76%

### SD069 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate



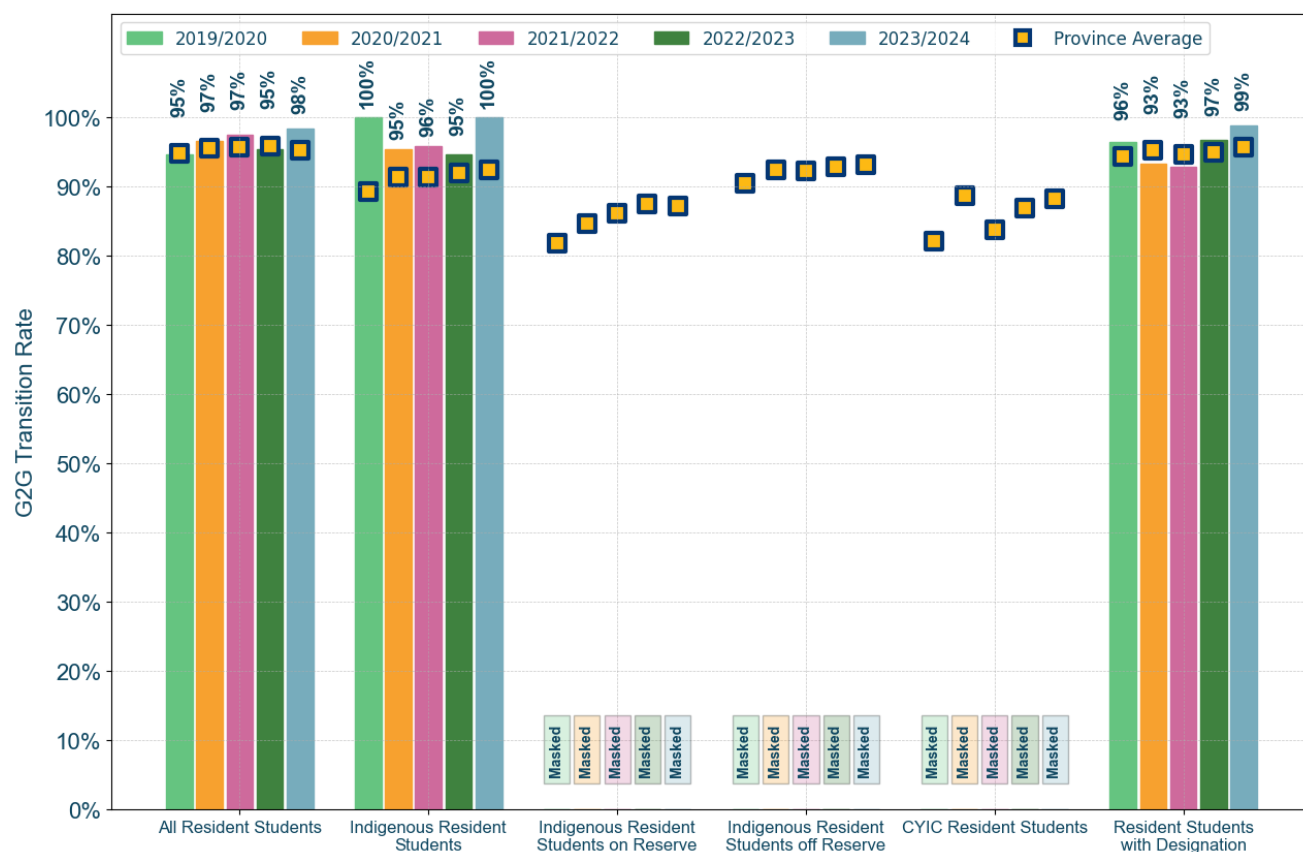


### Measure 2.3: Grade-to-Grade Transitions

#### SD069 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	301	325	319	348	387
Indigenous Resident Students	40	44	49	56	47
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	57	60	56	94	81

#### SD069 - Grade 10 to 11 Transition Rate

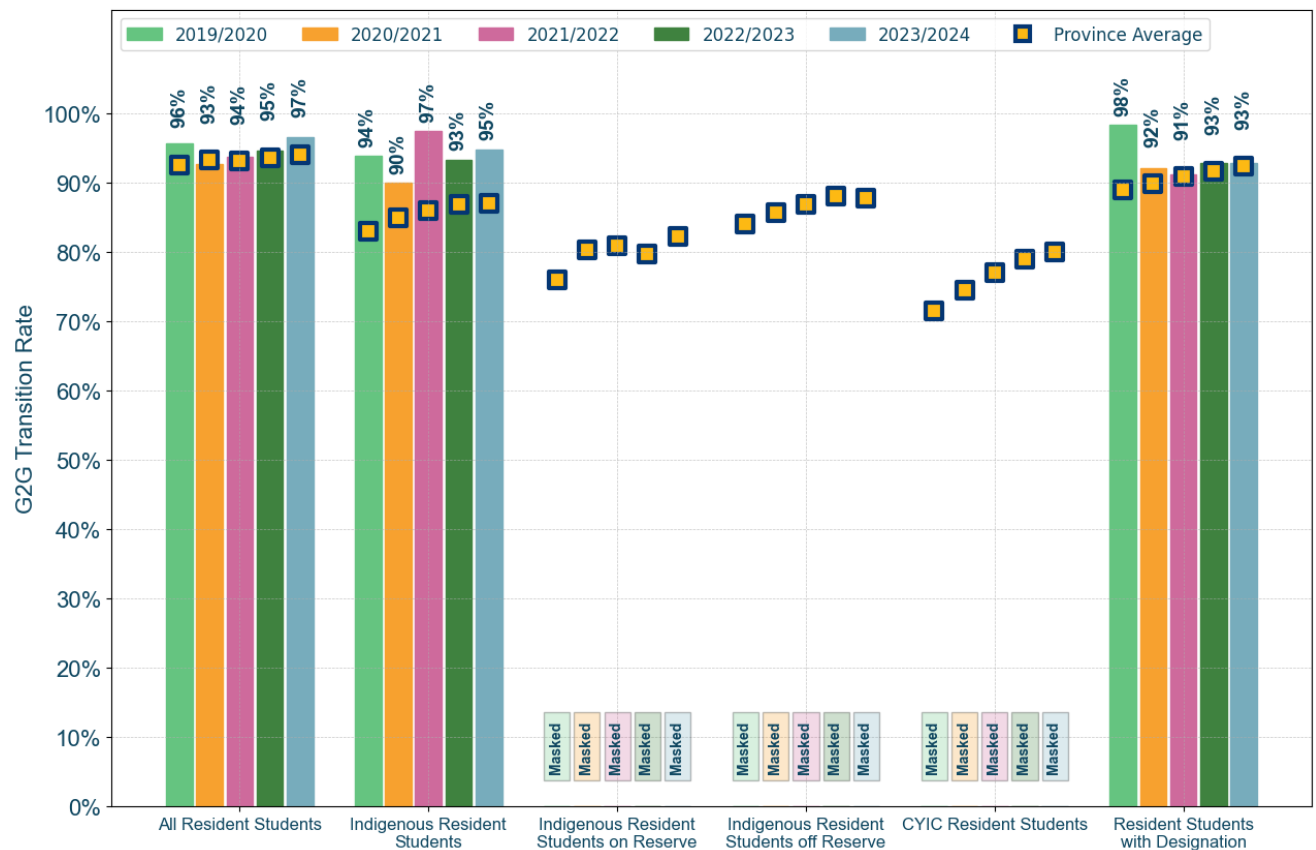




## SD069 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	353	301	321	322	349
Indigenous Resident Students	49	40	39	45	58
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	62	63	57	56	98

## SD069 - Grade 11 to 12 Transition Rate



## Analysis:

### Outcome 2 - Numeracy

Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Analyze  
1

## ANALYSIS SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

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    - Students with designations

### 3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Numeracy – Analysis Summary

**\*\*See Graduation Section for Transition Content**

### 1. Numeracy Achievement and Participation Rates

In the QSD in 2024–25, 77% of Grade 4 students achieved a score of proficient or higher on the numeracy FSA, outperforming the provincial average of 65%. Grade 7 outcomes, while slightly lower the Grade 4 results, remained solid at 66% proficiency—well above the provincial average of 59%. Results from the 2023-24 Graduation Numeracy Assessment (GNA) showed QSD students at Proficient or Extending just 33% of the time, a slight improvement from the previous

year, but still several percent below provincial outcomes. All of these show a positive trend over the previous four years. As with the literacy results, the bump up in achievement we saw five years ago should be discounted due to poor participation and a higher proportion of struggling and reluctant learners excluded from those sessions.

Participation rates in the FSA and GNA continue to be high, with 96% of Grade 4 students, 93% of Grade 7 students, and 88% of Grade 10 students completing the assessments. The FSA participation rates have trended positively since their low in 2020-21 where we dropped well below the provincial averages, to recent years where we are again well above, giving the assessment renewed credibility as a system tool. Grade 10 GNA participation trended upward in a manner similar to provincial results once the assessment became mandatory.

## *2. Outcomes for Priority Populations*

Indigenous students in QSD continued to demonstrate strong performance in the elementary and intermediate years. On the 2024–25 numeracy FSA, 76% of Grade 4 Indigenous students and 59% of Grade 7 Indigenous students achieved proficiency—significantly above the provincial Indigenous averages of 48% and 41%, respectively. Indigenous students matched the provincial Indigenous rate of 24%.

With students on reserve, Grade 4 numeracy patterns mirrored literacy results, with a handful of students reaching *proficient* levels but many remaining at *emerging* or *developing*. Grade 7 numeracy outcomes appeared weaker overall, with several students at *emerging* or *developing* levels and limited evidence of proficiency. Missing or incomplete data also suggested that participation remains a challenge. At the Graduation Literacy Assessment stage, participation among on-reserve students was inconsistent, with several students not writing the exam.

Students with designations also showed stronger-than-average outcomes in Grades 4 and 7 numeracy, but their GNA results remain disproportionately low relative to their all resident counterparts. Youth in care, while not fully represented in provincial data due to masking, are often overrepresented among students scoring at the lowest levels or not completing the assessment.

## *3. Comparative Results and Trends*

QSD students exceeded provincial benchmarks in elementary and intermediate numeracy, with particular strength among Indigenous learners. High participation rates and strong foundational instruction suggest an effective model in the early grades. However, the significant deficit in Grade 10 outcomes—particularly among vulnerable groups—signals a need for more focused intervention and systemic realignment, or the continuation of practices determined to be impactful once the 2023-24 results are *officially* available.

## Interpretation:

### Outcome 2 - Numeracy



#### Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a **brief** summary for this interpretation section.

### MAXIMUM 1 PAGE

*Interpret* Extract meaning from the analysis results by examining them in context.

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What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

## Numeracy – Interpretation Summary

### 1. What new information emerged when comparing the provincial data with relevant local data?

Previous to the last five years, QSD numeracy results were typically at or slightly below the provincial averages for the Grade 4 and 7 FSA, but substantially lower than the provincial averages for the Grade 10, raising questions about that gap. Recent focus on numeracy across the district, as described below, has seemingly led to a surge in the FSA results, but generated further confusion regarding the Grade 10 GNA results.

Use of data from district assessments in grades 6 and 9, along with ongoing classroom assessments will continue to provide critical formative insight to school staff. As described above, priority populations remain a concern.

### 2. What strengths and areas for growth were uncovered?

Improvements are evident in Grades 4 and 7 numeracy has been a goal priority in many school plans, and instruction has been well-supported by classroom-based assessment tools, responsive planning, and collaborative instructional models. High participation rates confirm that students are engaged in the assessments, and that classroom environments are fostering early confidence and success. The key area for growth has been Grade 10 numeracy. Students appeared to struggle

with the applied reasoning and non-routine problem-solving featured in the GNA. While many demonstrate procedural fluency in classroom settings, challenges persist in mathematical transfer, open-ended thinking, and confidence with unfamiliar tasks. These gaps suggest a misalignment between classroom instruction and the assessment format. For students with diverse learning needs, accessibility and format may further complicate their ability to demonstrate understanding.

Extensive work has gone on in both secondary schools to address these issues. Engagement at district numeracy learning sessions has been formidable, many teachers have collaborated on learning strategies to address the provincial math curriculum and create more relevant learning activities. Release days for collaborative planning have been available through the Needs Response Teams (NRT) funding, and have been especially well used across the district to address numeracy challenges. All teachers and principals have ongoing access to provincial, district, and classroom assessment data through a data repository so they can better inform their planning and instructional practice. As well, extra efforts have been made to prepare the students for the assessment experience and create an environment that builds resilience leading to success.

While achievement gaps remain a concern for the 2023-24 report, anecdotal reports from the 2024–25 numeracy GNA suggest that student confidence and engagement were *profoundly* stronger than in previous years, and we were excited to note that recently available session results from 2024-25 show evidence of a strong positive shift. We are therefore expecting a similar surge in outcomes to those seen in this year’s Grade 4 and Grade 7 FSA results at the Grade 10 level for the FESL report next year.

### *3. How do the results inform the district’s commitments to improving equity for all priority populations?*

The success of Indigenous learners and students with designations in the early years affirms the impact of inclusive instruction, early intervention, and culturally responsive practices. However, real equity also requires that students sustain their success into secondary and beyond. The significant drop in GNA proficiency among all groups—especially for those historically underserved—reinforces the need for better transitions and more consistent secondary support.

To close these gaps, QSD is investing in professional development focused on conceptual understanding, mathematical discourse, and alignment with GNA competencies. MTSS practices are being refined to better support students as they move between tiers, and flexible assessment strategies are being explored to provide accessible, meaningful demonstrations of learning for students with complex profiles. These findings emphasize the need for targeted preparation, re-assessment opportunities, and stronger monitoring of assessment readiness.

Again, given the regions modest demographic profile and lower percentage of parents and caregivers with post-secondary education as described in the literacy section, achieving even average levels of performance should be considered commendable in the QSD, and exceeding provincial results should be reason to celebrate. The Qualicum School District’s *To Learn* and *To Grow* strategic goals continue to guide this work, with a focus on building confidence, fostering competence, and ensuring that all learners are prepared for success beyond graduation.

# Human and Social Development

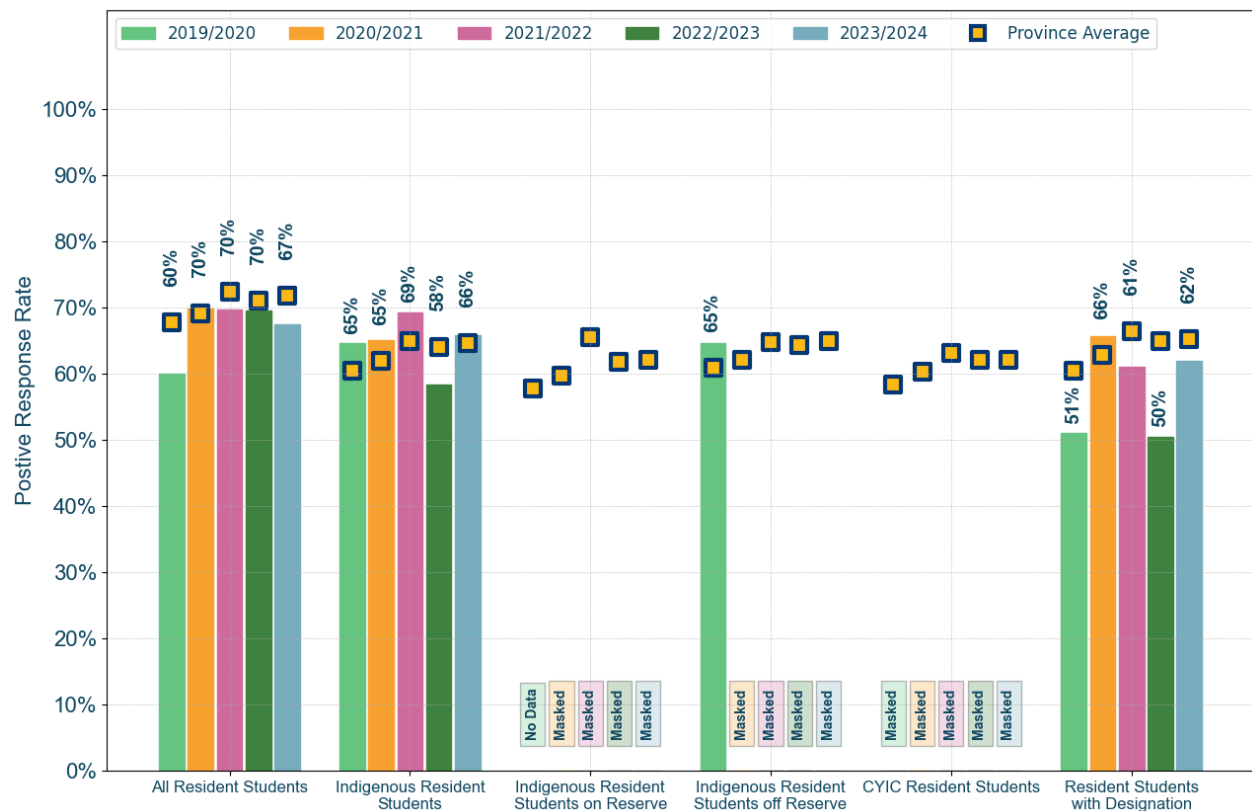
## Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

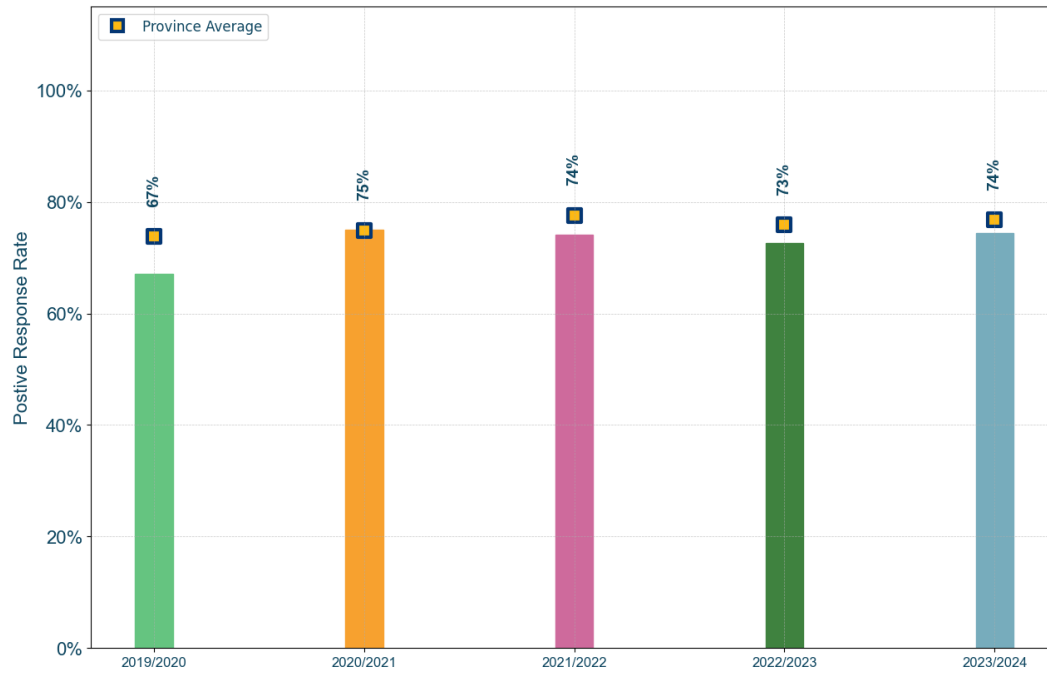
SD069 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	888   42%	938   71%	932   75%	980   74%	1036   81%
Indigenous Resident Students	124   39%	137   64%	123   72%	152   64%	152   76%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	129   36%	124   51%	119   73%	157   61%	145   63%

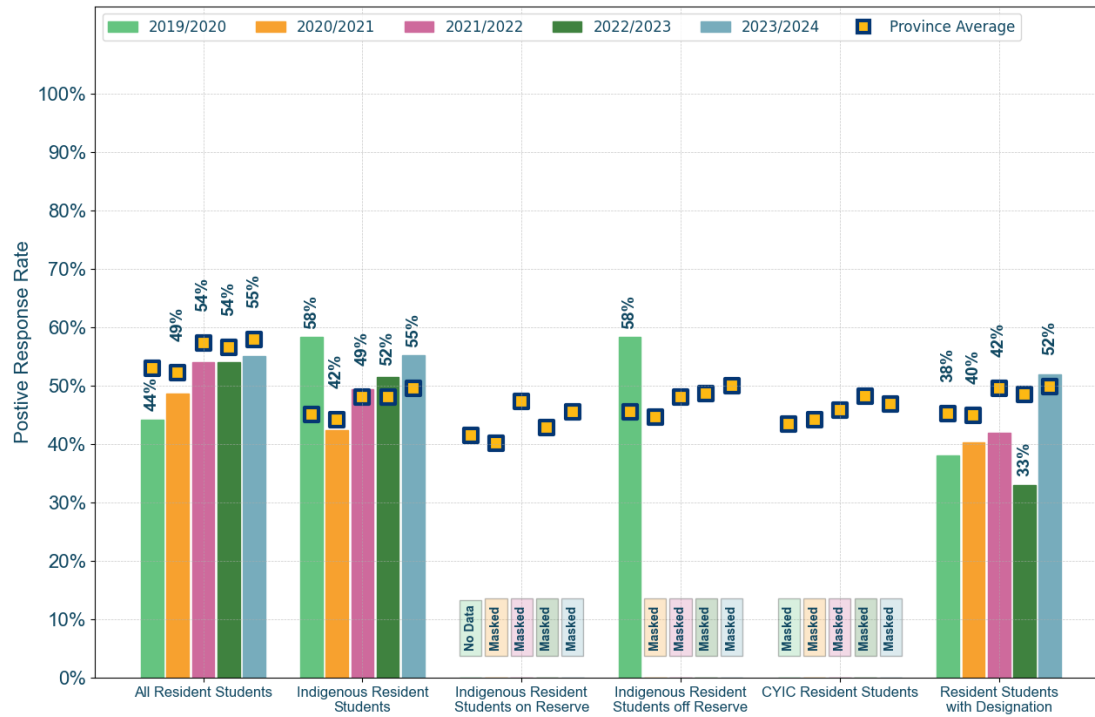
SD069 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD069 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

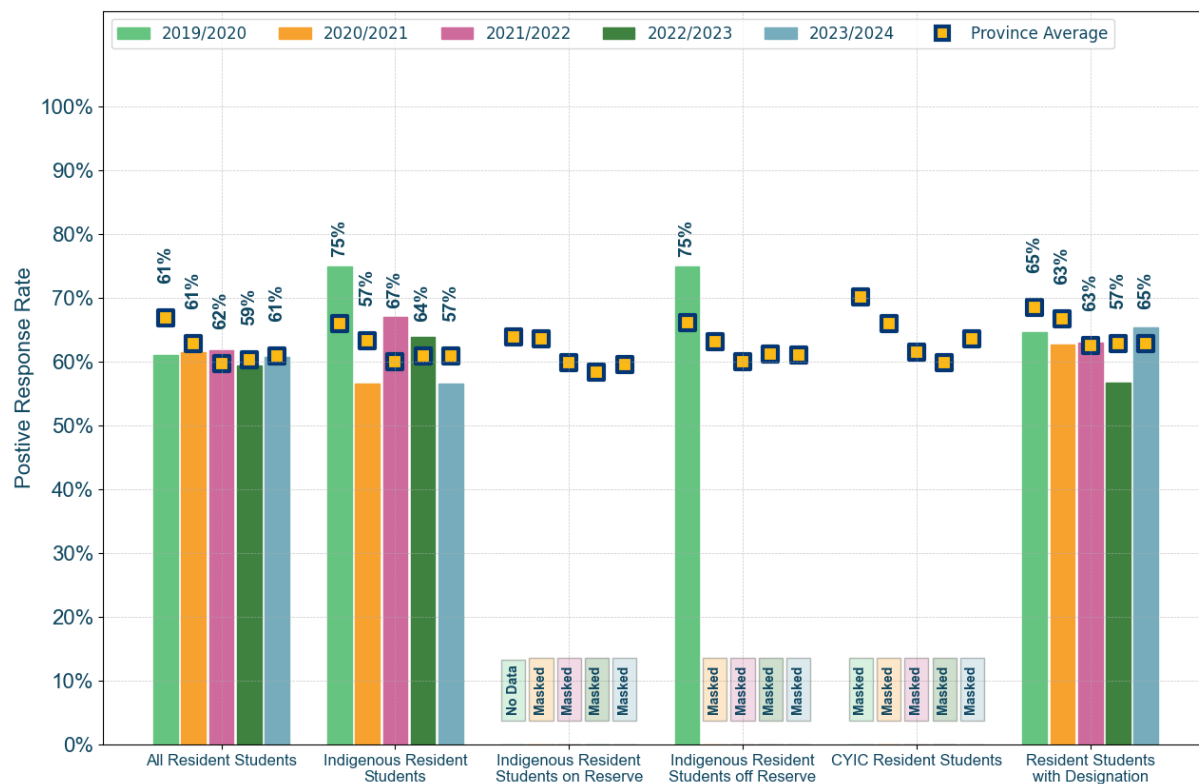


SD069 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



Measure 3.2: Students Feel that Adults Care About Them at School

SD069 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10





## Analysis:

### Outcome 3 - Feel Welcome, Safe, and Connected

*Feel Welcome, Feel Safe, Sense of Belonging*

Analyze  
1

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## ANALYSIS SUMMARY REQUIREMENTS

Please provide a **brief** summary for this analysis section.

**MAXIMUM 1 PAGE**

*Analyze* Gather data and identify trends, correlations, outliers, and variations.

1

### Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
  - Masked data acknowledgements
  - Participation rates/cohort size
  - Demographic notes
  - Provincial Online Learning School (POLS) enrollment

What  
patterns  
emerge?

2

### Trends:

- **Brief overview of notable trends**, including:
  - Trends over three or more years
  - Trends for priority populations:
    - Indigenous students on and off reserve
    - Children and youth in care
    - Students with designations

3

### Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Human and Social Development – Analysis Summary

### *1. Student Well-being and Connectedness*

Student Learning Survey data from 2023–24 indicates that QSD all resident students in grades 4, 7, and 10 trailed the province slightly in regard to feeling welcome, safe, or that they belong at school. If this data is disaggregated between elementary and secondary, it is apparent that QSD all resident students generally felt more positively than the rest of the province at elementary, but lower than the rest of the province at secondary, as depicted on the public facing [BC Student Success website](#). Responses to having adults who care were more in line with provincial results and is not broken out between elementary and secondary on the Student Success website.

## *2. Outcomes for Priority Populations*

Survey responses from priority groups—including Indigenous learners, students with designations, and children and youth in care—presented a mixed picture. While provincial data for some priority groups were masked due to low cohort numbers, internal tracking provided some insight.

Indigenous learners in QSD reported stronger cultural belonging and adult support than provincial norms might suggest, supported by Indigenous Education staff, culturally grounded programs, and community partnerships. These students appeared more connected to school life in districts with embedded Indigenous leadership and programming.

Students with designations, however, often reported lower levels of belonging and confidence. While many benefited from inclusive practices and support teams, others remained disengaged, especially in larger or less structured environments. This group may struggle to build strong peer relationships or feel a sense of safety within the broader school culture.

Children and youth in care are among the most vulnerable. While participation data is limited, local feedback highlights ongoing challenges with safety, trust, and well-being. These students often face instability at home and at school, and frequent transitions can interrupt the formation of lasting adult connections. Despite targeted support from school-based teams, outcomes remained inconsistent and highly individualized.

## *3. Comparative Results and Trends*

QSD's social-emotional data reflected broader provincial patterns: younger students tended to report more positive experiences, while indicators declined steadily in later grades. QSD results were generally aligned with provincial benchmarks, with some advantages in early grades for belonging and adult support. However, declines in secondary student connectedness and emotional health exceed even provincial trends and raise ongoing concerns. Gender-diverse students and those reporting mental health challenges show particularly low results in belonging and optimism, echoing patterns seen across B.C.

## Interpretation:

### Outcome 3 - Feel Welcome, Safe, and Connected



*Feel Welcome, Feel Safe, Sense of Belonging*

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

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- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

## Interpretation Summary – Human and Social Development

### 1. What is going well?

Younger students in QSD are developing a strong sense of belonging and self-worth. Elementary student responses consistently exceeded provincial averages on indicators such as school connectedness, optimism, and the presence of caring adults. These results reflected the success of welcoming school environments, responsive classroom practices, and strong adult-student relationships at the primary level.

Indigenous learners are also experiencing deeper connections to school, supported by culturally responsive programming, the visible presence of Indigenous staff and role models, and collaboration with local Nations. Initiatives such as land-based learning, language revitalization, and cultural events are helping Indigenous students feel respected and supported in their school communities.

Participation in the Student Learning Survey remained strong, and school teams are increasingly using both survey data and internal tools to understand school climate and student needs. This has improved alignment between social-emotional supports and instructional practice and enabled earlier identification of emerging concerns.

## *2. What needs further attention?*

While early years results were promising, a clear decline in belonging and well-being was evident and they transitioned to secondary school, where students reported lower feelings of safety, optimism, and school engagement. These patterns, while common across the province, remain concerning given rising mental health needs, housing insecurity, and post-pandemic adjustment.

Students with designations, gender-diverse students, and youth in care consistently report lower levels of belonging and safety. Although supports are in place, they are not always perceived as meaningful or accessible. For youth in care, disruptions in living situations and repeated school transitions often prevent the development of consistent adult relationships and sustained emotional support.

There is also a need to ensure all school environments are inclusive and responsive to diverse emotional needs. Larger secondary settings, unstructured time, and complex peer dynamics appear to impact vulnerable students most, particularly those with trauma histories or social-emotional challenges.

## *3. What actions are being taken or planned to support equity and improved outcomes?*

QSD is actively working to strengthen school connectedness across all levels. At the elementary level, schools are implementing social-emotional learning and trauma-informed practices with a focus on early intervention. Morning meetings, check-ins, and classroom routines are helping to build strong adult-student relationships and emotional literacy.

To counter declines in middle years, the district is developing more intentional transitions between Grades 6–7 and 7–8, including advisory models, orientation programs, and developmental supports. Staff learning focuses on identity, peer dynamics, and mental health literacy.

At the secondary level, access to trusted adults is expanding through mentorship, Indigenous support workers, counsellors, and youth care staff. Schools are reviewing supervision, peer programming, and inclusive clubs to create affirming spaces for all learners. Case management for youth in care remains a priority, with cross-sector partnerships supporting long-term stability and individualized plans.

The district continues to elevate student voice through focus groups and collaborative inquiry, ensuring the design of inclusive, safe learning environments reflects the lived experiences of students themselves. The critical piece to respond to the information collected from students and use that to continue evolve practice in ways that make the school environment more accessible and welcoming.

As is the case with the Graduation Assessments and Graduation data, the data collected in these surveys are still from the 2022-23 school year. Therefore, any changes from the work that has occurred this recent year will not be visible until the next report, and we remain optimistic that we will see movement in the data when the next report is published.



# Career Development

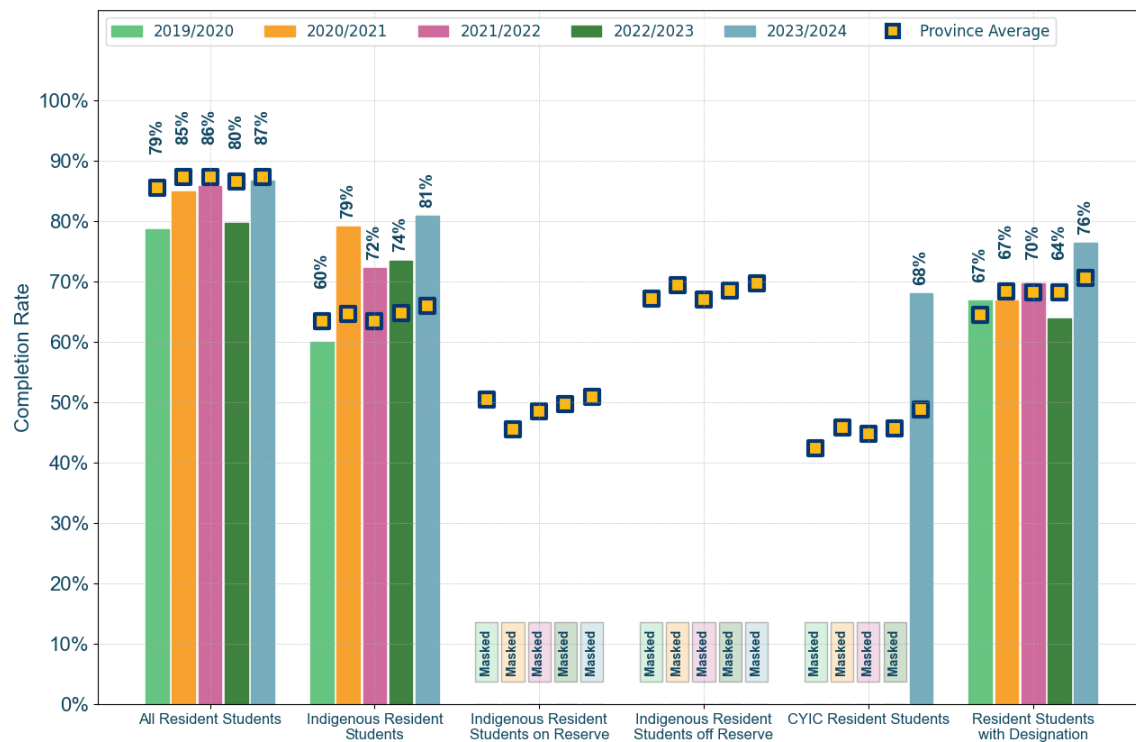
## Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

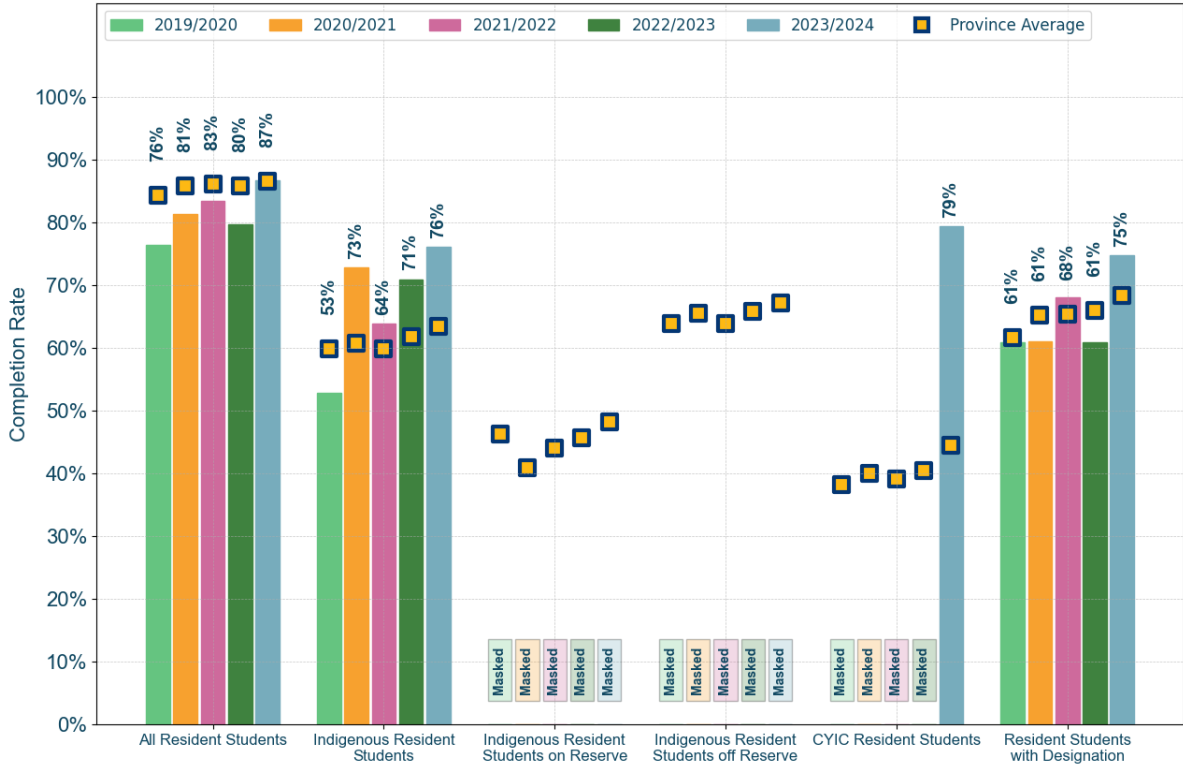
SD069 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	329   18	378   21	320   25	343   21	327   21
Indigenous Resident Students	44   2	51   3	39   3	42   3	45   3
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	19   1
Resident Students with Designation	71   4	73   4	65   5	70   4	67   4

SD069 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD069 - 5-Year Completion Rate - Dogwood



## Analysis:

### Outcome 4 - Graduation

*Achieved Dogwood Within 5 Years*

Analyze  
1

## ANALYSIS SUMMARY REQUIREMENTS

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Please provide a brief summary for this analysis section.

**MAXIMUM 1 PAGE**

*Analyze* Gather data and identify trends, correlations, outliers, and variations.

1

### Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
  - Masked data acknowledgements
  - Participation rates/cohort size
  - Demographic notes
  - Provincial Online Learning School (POLS) enrollment

What  
patterns  
emerge?

2

### Trends:

- **Brief overview of notable trends**, including:
  - Trends over three or more years
  - Trends for priority populations:
    - Indigenous students on and off reserve
    - Children and youth in care
    - Students with designations
  - Trends for Adult Dogwoods for priority learners

3

### Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Graduation and Transition – Analysis Summary

### *1. Graduation Rates and Completion and Grade to Grade Transition Outcomes*

Graduation outcomes in the Qualicum School District have improved steadily over the last five years. In 2023-24, 87% of all resident students graduated—matching the provincial rate with the Adult Dogwood having virtually no impact on results. All resident QSD grade to grade transition rates from grade 10 to grade 11 and from grade 11 to grade 12 have trended slowly upward over the past five years, and as of 2022-23, showed above the provincial averages consistently across that time frame.



## *2. Outcomes for Priority Populations*

Graduation results for priority populations in QSD remain strong overall. In 2023-24, 76% of Indigenous students graduated with the full Dogwood credential—significantly higher than the provincial average of 64%, with the Adult Dogwood adding another 5% to that total. On-reserve students in the grade 12 cohort have *all* graduated in the most recent three years, though the number is far too small to unmask. QSD Indigenous student results also show considerably higher transition rates than their provincial counterparts, with the most recent group of students transitioning from grade 10 to 11 at 100%, which is higher than the all resident results.

Students with designations continue to perform well in comparison to their provincial peers. In 2023-24, 75% of students with designations graduated with full Dogwood credentials, also in excess of the provincial average. The most recent cohort of students with designations transitioned from grade 10 to 11 at 99%, also higher than the all resident rate. Grade 11 to 12 rates for these two groups are stronger than the provincial averages but slightly lower than local all resident results.

In regard to children in care, graduation status is difficult to interpret directly from this small sample, though a number of students in Grade 12 appear to be nearing eligibility. Historical records and continued enrollment suggest that some are on track to complete. However, unresolved assessment participation could remain a barrier to graduation for a few students, highlighting the importance of strong tracking and school-level case management.

## *3. Comparative Results and Trends*

QSD now matches or exceeds provincial averages for all resident students, Indigenous students, and students with designations, though the results for the priority populations are still below the all resident rates. These results are particularly noteworthy given regional challenges such as lower household income and lower levels of parental post-secondary education—factors often correlated with lower graduation rates.

## Interpretation:

### Outcome 4 - Graduation



*Achieved Dogwood Within 5 Years*

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

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*Interpret* Extract meaning from the analysis results by examining them in context.

- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis, including Adult Dogwood trends, inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

## Interpretation Summary – Graduation and Transition

### *1. What is going well?*

Graduation continues to be a district strength. QSD's overall rate matched the provincial average, and most subgroups—particularly Indigenous students and students with designations—performed above provincial benchmarks. These results reflected the district's commitment to inclusion, flexibility, and student-centered planning, supported by investments in instructional quality, personalized supports, and multiple pathways to graduation.

QSD schools offer flexible programs such as trades training, dual credit, and alternate settings that align with diverse learning profiles and personal circumstances. Case management, responsive scheduling, and collaborative planning help keep students engaged through the later secondary years. Indigenous student success remains a point of pride, supported by strong relationships with local Nations, dedicated staff, and culturally responsive programming that affirms identity and fosters connection. Students with designations also achieved strong results through IEP-aligned pathways and inclusive school cultures.

## *2. What needs further attention?*

While results are strong overall, children and youth in care remain the most vulnerable group. Some succeed with targeted supports and consistent adult relationships, but many face barriers such as housing instability, mental health challenges, and frequent transitions that delay or derail graduation.

More broadly, earlier identification of at-risk students is needed. While alternate and adult programs are essential, early intervention—through stronger transitions, relationships, and personalized pathways—remains more effective. Another area of focus is post-graduation readiness. Ensuring that all graduates have both the credential and the confidence to succeed in post-secondary learning or employment is a continuing priority.

Supporting on-reserve students effectively means going beyond classroom interventions. It requires strong partnership with families, the Indigenous Education Council, and community leaders to build a foundation of trust, consistency, and shared responsibility for student success.

## *3. What actions are being taken or planned to support equity and improved outcomes?*

QSD advances graduation success through early identification, flexible programming, and strong collaboration with partner agencies. School teams use early warning indicators, case reviews, and team-based planning to track progress and intervene before risks escalate. Inclusive Education, Indigenous Education, and counselling staff play central roles.

For students with designations, IEP-driven planning aligns supports with credit requirements and long-term goals. For children and youth in care, schools work closely with MCFD and other agencies to ensure continuity, track attendance, and provide safe, individualized learning environments.

Children and youth in care remain a group with more complex needs and variable outcomes. Although provincial data is masked, local case reviews suggest that while some of these students meet graduation requirements on time, others require extended timelines or alternate certification pathways. School teams continue to provide targeted tracking, wraparound supports, and cross-agency coordination to improve long-term success for these learners.

While graduation trends have remained relatively stable, the district continues to rely on alternate and adult education programs to ensure students who need more time or different settings are able to complete. Internal data shows that a small number of students return after age 18 to earn a credential, reinforcing the importance of offering multiple, flexible pathways to success.

Alternate and adult programs remain a vital equity strategy, positioned not just as a fallback but as proactive supports for learners who benefit from smaller settings, flexible timelines, or tailored approaches. Their continued development helps ensure every student has a pathway to graduation, regardless of circumstance.

The district remains committed to monitoring equity gaps and adapting programming to support all students in reaching graduation.

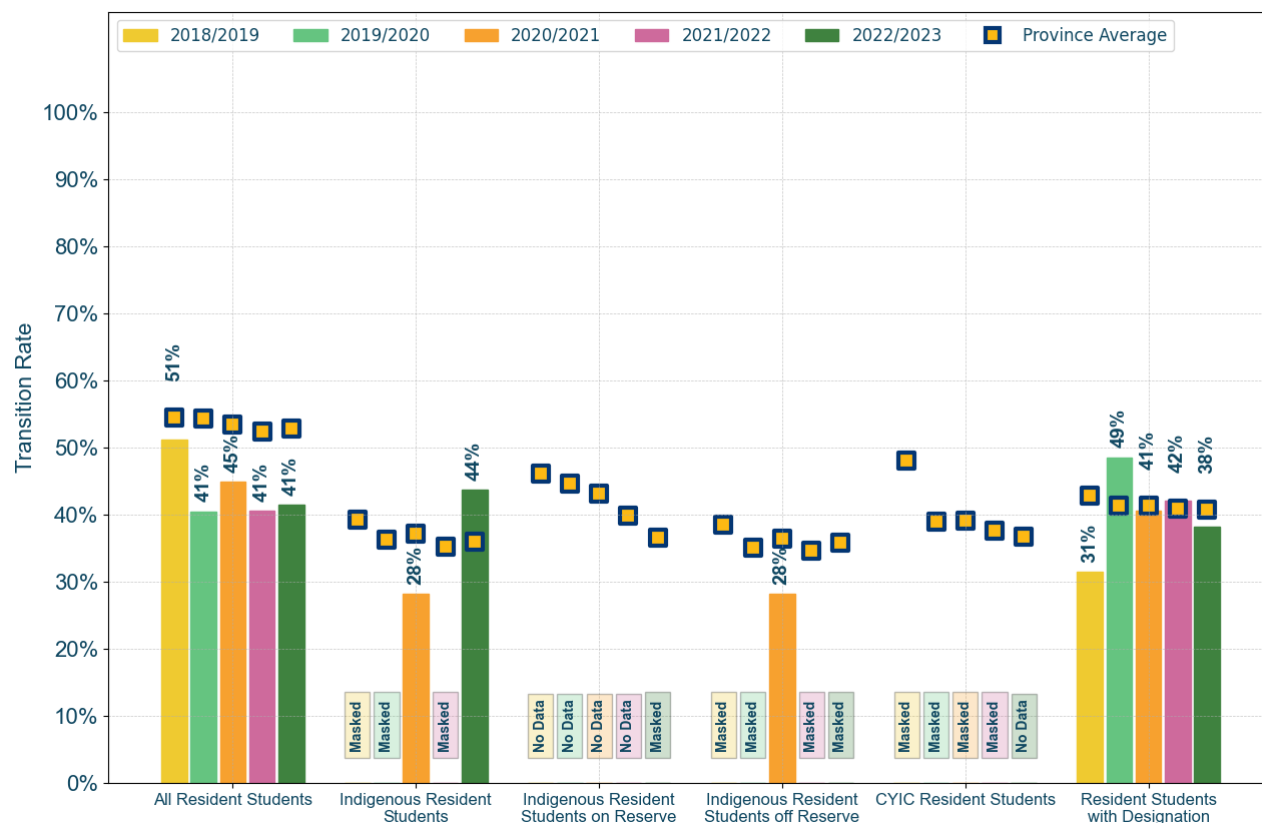
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

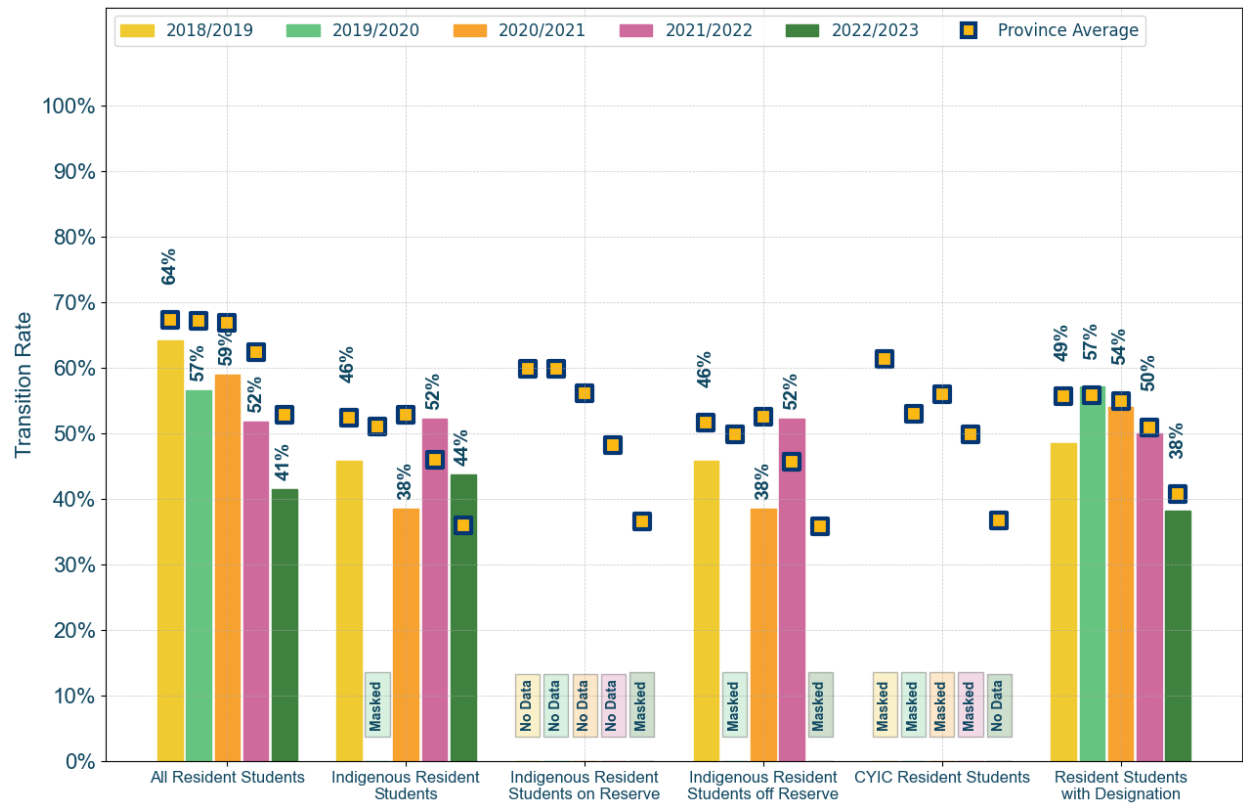
#### SD069 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	254	237	292	249	258
Indigenous Resident Students	Masked	Masked	39	Masked	32
Indigenous Resident Students on Reserve	0	0	0	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	39	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	35	35	37	38	34

#### SD069 - Immediate Transition to Post-Secondary



### SD069 - Within 3 Years Transition to Post-Secondary



## Analysis:

### Outcome 5 - Life and Career Core Competencies

#### Post-Secondary Transitions

Analyze  
1

## ANALYSIS SUMMARY REQUIREMENTS

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Please provide a **brief** summary for this analysis section.

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  - Participation rates/cohort size
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What  
patterns  
emerge?

### 2 Trends:

- **Brief overview of notable trends**, including:
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  - Trends for priority populations:
    - Indigenous students on and off reserve
    - Children and youth in care
    - Students with designations

### 3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Life and Career Competencies – Analysis Summary

### 1. Student Readiness and Career Exploration

Post-secondary transition rates remained below provincial averages. According to Ministry data, 41% of QSD graduates transitioned to post-secondary within one year, compared to 54% provincially. After three years, the gap narrows—57% for QSD versus 65% provincially—suggesting that many students delay post-secondary for employment, gap years, or adult upgrading. While some delays are intentional, others may reflect barriers such as financial constraints, limited transportation, or the absence of a local post-secondary institution.

## *2. Outcomes for Priority Populations*

Post-secondary transition outcomes for priority populations vary. Indigenous students in QSD transitioned at 44% after one year—higher than the provincial Indigenous average of 36%—and 51% after three years. These results reflected the district’s focus on culturally responsive education, strong relationships with Indigenous families, and targeted supports through the Indigenous Education department.

Students with designations transitioned at lower rates: 38% within one year and 41% within three years, aligning with provincial averages for this group. Barriers for these students often include challenges with independence, system navigation, and access to supported post-secondary or employment options. While some move directly into the workforce or community-based learning, others require services that are limited or difficult to access within the local region.

Children and youth in care remained the most vulnerable group. While provincial data is masked, local teams report that these students often need intensive transition support. Success is closely linked to stable adult relationships, housing, and mental health resources, all of which can be inconsistently available.

## *3. Comparative Results and Trends*

Compared to provincial averages, QSD’s post-secondary transition rates are consistently lower in both short- and medium-term windows. While QSD graduation rates are strong, the results show us that a significant number of QSD students either delay or bypass post-secondary education. The three-year transition data shows that many eventually do enroll, but the delay may reflect structural or economic barriers rather than student intent.

Indigenous students outperform their provincial peers in both timeframes—a promising sign that culturally focused strategies are having a positive effect. In contrast, transition rates for students with designations remain lower than average and reflect broader gaps seen in achievement and well-being data.

## Interpretation:

### Outcome 5 - Life and Career Core Competencies



#### Post-Secondary Transitions

Please refer to the Guidelines for Reporting on Masked Data to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

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What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

## Interpretation Summary – Life and Career Competencies

### 1. What is going well?

QSD continues to support life and career competencies through a diverse set of programs. Career-life education is embedded throughout Grades 10–12, with students accessing dual-credit, trades training, work experience, and flexible graduation pathways. Schools integrate career planning into advisory structures and draw on local partnerships to provide authentic, community-based learning.

Graduation rates remain high, and students leave school with a range of practical and digital skills. While immediate post-secondary transition rates are below provincial averages, many graduates pursue employment, trades, or upgrading—often by choice. Internal evidence shows that students exit with agency and an understanding of their options, even when those options follow a non-traditional timeline.

Life and career readiness is further supported by flexible scheduling, personalized pathways, and strong community connections. Many graduates possess workplace readiness skills but delay post-secondary education to gain experience or respond to life circumstances.



Indigenous outcomes in this area are especially promising. Their post-secondary transition rates exceed provincial averages for Indigenous learners, reflecting the strength of QSD's Indigenous Education programming and long-standing relationships with families and local Nations.

## *2. What needs further attention?*

Despite strong graduation results and diverse offerings, QSD students transition to post-secondary education at lower rates than peers across the province—especially in the first year after graduation. While some students choose to delay post-secondary to work, travel, or reflect, others may be limited by structural barriers such as lower household income, transportation challenges, and the absence of a local college or university. Students without financial resources, family experience in post-secondary, or nearby options may struggle to access opportunities—even when academically ready.

Students with designations continue to experience lower transition rates. These learners may need extra support with independence, system navigation, or executive functioning. In some cases, local gaps in community services or supported post-secondary programming leave limited options after graduation. Youth in care also face compounded challenges—such as housing instability or mental health needs—that require sustained and coordinated support to ensure successful transitions.

A further challenge is the lack of robust local data on long-term outcomes. While the three-year transition window offers helpful insight, the district does not currently track persistence in post-secondary or employment outcomes beyond Ministry reporting.

## *3. What actions are being taken or planned to support equity and improved outcomes?*

QSD is aligning Career-Life Education and Career-Life Connections more closely with student interests, graduation planning, and local context. Schools are partnering with employers, post-secondary institutions, and Indigenous Education staff to provide real-world experiences such as mentorship, career panels, and work placements.

For students with designations, transition planning is integrated into IEP development and includes targeted skills for adult life. Youth in care benefit from early, coordinated planning involving MCFD and other partners, with attention to long-term supports that continue beyond graduation.

Flexible programming and inclusive scheduling remain central strategies for keeping options open. The district is also working to enhance the role of student voice in shaping programming, improve staff readiness to support transitions, and strengthen long-term pathways to adult learning and employment. These efforts reflect QSD's commitment to ensuring that all students—regardless of circumstance—can move forward with confidence and purpose after graduation.

QSD is reviewing its career development programming to support more seamless transitions. Next steps include expanding post-secondary and employer partnerships, enhancing student planning tools, and strengthening targeted supports for students facing structural disadvantage—ensuring that all learners have viable, supported pathways into adult life.